



## York Junior High

1280 Johnson Road

York, SC 29745

<b>Grades</b>	8-9 Middle School	
<b>Enrollment</b>	829 Students	
<b>Principal</b>	Louvetta Dicks	803-684-5008
<b>Superintendent</b>	Dr Vernon Prosser	803-684-9916
<b>Board Chair</b>	Chris Revels	803-925-2840

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Below Average</b>
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

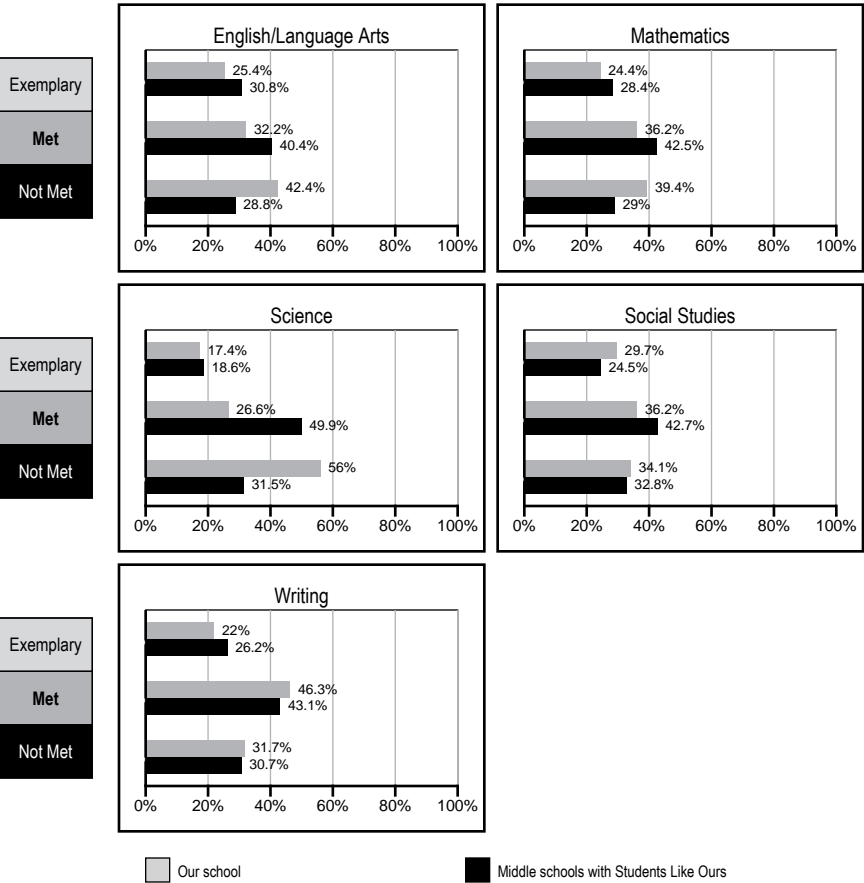
94.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	46	3	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	76.4%	96.7%
English 1	67.5%	94.5%
Physical Science	56.8%	81.0%
US History and the Constitution	0.0%	N/A
All Subjects	66.9%	96.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=829)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	42.6%	Down from 43.0%	21.6%	21.6%
Retention rate	1.2%	Down from 3.0%	1.3%	1.2%
Attendance rate	94.8%	Down from 94.9%	95.9%	95.9%
Eligible for gifted and talented	16.3%	Down from 16.5%	17.1%	14.8%
With disabilities other than speech	14.7%	Up from 13.3%	14.0%	12.6%
Older than usual for grade	5.5%	Up from 5.4%	2.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.0%	0.6%	0.6%
Annual dropout rate	0.5%	No Change	0.0%	0.0%
<b>Teachers (n=54)</b>				
Teachers with advanced degrees	55.6%	Up from 53.8%	58.1%	56.9%
Continuing contract teachers	77.8%	Up from 76.9%	76.9%	72.7%
Teachers with emergency or provisional certificates	6.1%	Up from 4.3%	3.6%	5.3%
Teachers returning from previous year	85.6%	Down from 86.7%	85.5%	82.9%
Teacher attendance rate	95.8%	Up from 93.9%	95.5%	95.2%
Average teacher salary*	\$48,289	Up 5.1%	\$46,652	\$46,599
Professional development days/teacher	7.4 days	Down from 8.9 days	12.1 days	10.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	23.4 to 1	Up from 22.6 to 1	21.1 to 1	20.1 to 1
Prime instructional time	89.4%	Up from 86.7%	90.0%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.3%	Up from 97.2%	97.2%	97.8%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$6,829	Up 8.4%	\$7,341	\$7,645
Percent of expenditures for instruction**	68.0%	Down from 68.2%	63.2%	63.4%
Percent of expenditures for teacher salaries**	63.8%	Down from 65.3%	58.7%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

York Junior High School (YJHS) serves approximately 805 eighth and ninth grade students living within the attendance area of York School District One. Major focus points for the faculty include: providing quality instruction, creating engaging activities, and developing proactive responses which address the needs of students, parents, and community stakeholders. All YJHS teachers have been designated "highly qualified" according to the current standards and guidelines.

The faculty understands and values the importance of ongoing communication between the school and parents. Communication is a vital component to the success of our students. Parents keep abreast of the progress of their child by utilizing Parent Portal, contacting teachers by email, phone or personal communication during conferences, and visiting the school and teacher web sites. Teachers meet regularly to assess the academic progress of their students by reviewing MAP scores and other relevant data. The faculty is committed to implementing instructional practices which are geared toward improving the achievement levels of the students and the school. York Junior High School students are encouraged to become students who are "Respectful, Responsible and Ready to Learn".

The addition of Promethean Boards and other new technologies, software, and computer programs positively impacted the instructional delivery provided to our students. These additional technologies promote greater student interaction and engagement in learning. YJHS teachers utilized several computer programs and software in the core academic areas to provide differentiated instruction and enrichment for students. Teachers review reports which assist in determining the strengths and weaknesses of their students.

The faculty is comprised of administrators, teacher-leaders, and support personnel who are committed to seeking and implementing strategies which assist us to make progress in promoting literacy, data analysis, and student achievement. The YJHS School Improvement Council has been extremely active and interested in developing initiatives that benefit the school community. We are excited about the new initiatives and positive changes that have occurred during the 2008-09 school year and will work diligently to continue the progress in the upcoming year.

Louvetta Dicks, Principal  
Yolanda Long, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	309	99
Percent satisfied with learning environment	81.1%	70.5%	74.5%
Percent satisfied with social and physical environment	83.0%	74.7%	70.4%
Percent satisfied with school-home relations	52.8%	87.6%	76.0%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.8%	94.0%*	Yes

\* Or greater than last year

# PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	403	99.8	31.7	39.2	29	77.7	83.4	82.8	Yes	Yes
Gender										
Male	214	100	38.6	35	26.4	69.5	78.7	79.3	N/A	N/A
Female	189	99.5	24	44	32	86.9	88.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	290	99.7	24.3	39.3	36.3	82.4	85.9	89.5	Yes	Yes
African American	83	100	50	39.7	10.3	64.1	75.7	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.8	92.3	I/S	I/S
Hispanic	16	100	64.3	28.6	7.1	64.3	73.7	76.5	I/S	I/S
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	80.8	82.5	I/S	I/S
Disability Status										
Disabled	54	98.2	64.4	26.7	8.9	40	50.3	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	72.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	245	99.6	42.2	39.5	18.4	69.5	78.6	75.5	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	403	99.8	30.1	48.7	21.2	79	82.6	78.9	Yes	Yes
Gender										
Male	214	100	38.1	41.1	20.8	71.1	79.1	77	N/A	N/A
Female	189	99.5	21.1	57.1	21.7	88	86.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	290	99.7	25.1	48.7	26.2	83.1	85.5	87.2	Yes	Yes
African American	83	100	38.5	53.8	7.7	71.8	72.8	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	83.3	93	I/S	I/S
Hispanic	16	100	50	28.6	21.4	64.3	82.1	76	I/S	I/S
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	65.4	79.5	I/S	I/S
Disability Status										
Disabled	54	98.2	68.9	26.7	4.4	48.9	56.6	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	245	99.6	39	49.3	11.7	71.7	77.7	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

### Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	203	100	40.4	42.6	17	59.6	70.2	67.5
<b>Gender</b>								
Male	106	100	44.4	35.4	20.2	55.6	67.3	67
Female	97	100	36	50.6	13.5	64	73.2	68
<b>Racial/Ethnic Group</b>								
White	149	100	33.1	46.3	20.6	66.9	74.5	79.5
African American	37	100	61.1	27.8	11.1	38.9	54.7	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.3	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	61.8	60.7
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	77.8	71.2
<b>Disability Status</b>								
Disabled	28	100	64	32	4	36	46.8	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	58	59.6
<b>Socio-Economic Status</b>								
Subsided meals	124	100	53.5	35.1	11.4	46.5	61.4	55.1

**Social Studies**

All Students	199	99.5	33.7	36.4	29.9	66.3	75.8	72.3
<b>Gender</b>								
Male	108	100	36.7	30.6	32.7	63.3	74.6	71.5
Female	91	98.9	30.2	43	26.7	69.8	77.1	73.2
<b>Racial/Ethnic Group</b>								
White	140	100	26.7	35.1	38.2	73.3	78.5	80.7
African American	46	97.8	54.8	35.7	9.5	45.2	63.8	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.3	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.6	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	73.3	72.2
<b>Disability Status</b>								
Disabled	25	100	65	25	10	35	52	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	79.5	67.9
<b>Socio-Economic Status</b>								
Subsided meals	120	99.2	46.8	35.8	17.4	53.2	69.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	404	98.3	31	46.8	22.2	69	68.6	70.2	94.9	96.1
Gender										
Male	217	97.2	40.1	43.6	16.3	59.9	59.5	63.2	94.6	96
Female	187	99.5	20.5	50.6	29	79.5	78	77.5	95.3	96.1
Racial/Ethnic Group										
White	290	97.6	26	48	26	74	72.3	79.1	94.5	95.7
African American	83	100	45	41.3	13.8	55	58.4	57.6	96.2	97
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	70.8	86.2	95.4	96.7
Hispanic	17	100	31.3	62.5	6.3	68.8	57.6	62.6	96.2	96.8
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	52	68.7	95.2	96.4
Disability Status										
Disabled	53	94.3	N/AV	N/AV	N/AV	20	26.1	26.1	92.4	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	N/AV	N/AV	N/AV	63.6	51.9	61.2	96.6	97
Socio-Economic Status										
Subsidized meals	243	97.9	40	46.2	13.8	60	60.6	58.9	94.2	95.7

Abbreviations for Missing Data



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	403	99.8	31.7	39.2	29	68.3
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	403	99.8	30.1	48.7	21.2	69.9
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	203	100	40.4	42.6	17	59.6
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	199	99.5	33.7	36.4	29.9	66.3
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	404	98.3	31	46.8	22.2	69

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample